

BROWNEDGE ST MARY'S CATHOLIC HIGH SCHOOL

SEND Information Report 2026–2027

Let Your Light Shine



Approved by: Governing Body

Date approved: September 2026

Review date: September 2027

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Governance

The Governing Body monitors the effectiveness of SEND provision through a nominated SEND Governor and receives regular updates regarding the progress and outcomes of pupils with SEND.

Staff

Miss Joanne Oldham – Assistant Headteacher/SENCO

Mrs Maxine Tyrer – Deputy SENCO

Miss Chloe Mellor – Designated Safeguarding Lead

Miss Natalie Close – Intervention Mentor

Miss Bridget Heron – Higher Level Teaching Assistant

Mrs Faiza Ali – Teaching Assistant

Mrs Lucy Birchall – Teaching Assistant

Mrs Helen Greeney – Teaching Assistant

Mrs Kath Hunter – Teaching Assistant

Mrs Sue Parkinson – Teaching Assistant

Miss Danielle Riley - Teaching Assistant

Mrs Sharon Smith – Teaching Assistant

Mrs Janelle Ferrer – Teaching Assistant

Mrs Anthonia Agbewornu – Teaching Assistant

Mr Ben Latham – Teaching Assistant

Supporting Pupils with Special Educational Needs and Disabilities (SEND)

Brownedge St Mary's Catholic High School is a mainstream high school with five form entry on the outskirts of Preston. We currently have around 770 pupils at our school.

The school has a SENCO, deputy SENCO and a team of teaching assistants.

We make effective provision for a range of additional needs, including:

- Communication and interaction, for example, autistic spectrum disorder (ASD) and speech and language difficulties;
- Cognition and learning, for example, dyslexia, dyspraxia (specific learning difficulty -SpLD) and moderate learning difficulties (MLD);
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD);
- Sensory and/or physical needs, for example, visual impairments, hearing loss, processing difficulties, epilepsy.

We are an inclusive school committed to creating an environment of welcome, love and respect, where every individual is recognised as special and unique and encouraged to develop their God-given gifts and talents.

Our SEND Vision

We value every child and every member of staff and recognise the vital role that families play in a child's education. Working in partnership with parents and carers, we strive to nurture each child's strengths, talents and aspirations, enabling them to flourish and achieve their full potential.

At Brownedge, we believe that every child can succeed. We encourage our pupils to become confident, independent learners who embrace challenge, persevere in the face of difficulties and work towards their goals with determination and resilience. We want every child to enjoy their time in school, knowing that they are valued, supported and celebrated for their achievements.

We aspire for all pupils to play a full and active part in school life, developing the knowledge, skills and personal qualities that will enable them to lead happy, fulfilled and successful lives. We are committed to ensuring that our staff are highly trained and informed by the latest best practice, creating a positive and inclusive environment in which everyone can thrive.

To ensure that pupils with SEND receive the support they need to excel and be the best they can be, we provide high-quality teaching, targeted interventions, effective deployment of teaching assistants and, above all, a nurturing and caring approach that places the individual needs of each child at the heart of all we do.

Identifying and Supporting Pupils with SEND

During transition to secondary school, pupils identified as receiving SEN Support or those with an Education, Health and Care Plan (EHCP) are carefully considered as part of our transition process. Wherever possible, the SENCO or Deputy SENCO meets with parents/carers and primary school staff to develop a detailed understanding of each pupil's strengths, needs and the support required to ensure a successful transition to Brownedge St Mary's.

We value the important role that parents and carers play in supporting their child's education and encourage open communication from the outset. Working in partnership with families enables us to provide the most effective support and achieve the best possible outcomes for our pupils.

Upon entry to Year 7, all pupils complete a range of baseline assessments, including cognitive ability tests, reading assessments and subject-specific assessments. These assessments take place during the induction period and throughout the first term, enabling us to identify any potential barriers to learning while ensuring pupils are supported to settle happily and confidently into secondary school.

As part of our graduated approach to identifying additional needs, all Year 7 pupils complete a dyslexia screening assessment during their first term. Where indicators of dyslexia are identified, staff are informed and appropriate classroom strategies, interventions and further assessments are considered.

Teachers are responsible and accountable for the progress and development of all pupils in their classes. Through regular assessment and monitoring, teachers identify pupils whose progress may give cause for concern, including those whose progress:

- Is significantly slower than that of their peers with similar starting points.
- Does not match or exceed their previous rate of progress.
- Does not narrow the attainment gap between themselves and their peers.
- Results in a widening attainment gap.

Where concerns are identified, teachers may refer a pupil to the SEND Team for further investigation and assessment. Additional screening and assessment may then be undertaken to determine whether a special educational need is present. It is important to note that slow progress or low attainment alone does not necessarily indicate that a pupil has SEND.

When considering whether special educational provision is required, we work closely with pupils and their parents/carers to identify desired outcomes, taking into account

the pupil's strengths, needs, aspirations and current levels of attainment and progress. We then determine the most appropriate support, considering whether needs can be met through high-quality classroom teaching and reasonable adjustments, or whether additional or different provision is required.

Where additional provision is needed, pupils may be placed on the SEND Register and supported through the graduated approach of **Assess, Plan, Do, Review**. Progress is monitored regularly and provision is reviewed in partnership with pupils, parents/carers and relevant staff. Where a pupil has made sufficient progress and no longer requires additional provision, they may be removed from the SEND Register. Where further support is necessary, new strategies and interventions will be considered and implemented.

Access arrangements for external examinations are considered in accordance with current Joint Council for Qualifications (JCQ) regulations. Assessment for access arrangements typically takes place towards the end of Year 9 or the beginning of Year 10 and is carried out by a qualified specialist assessor. Decisions regarding assessment and eligibility are made in consultation with the Examinations Officer and are based on evidence of a pupil's normal way of working, in line with JCQ guidance.

Parents/carers and pupils are encouraged to contact the SENCO or Deputy SENCO at any stage if they have concerns or would like further information. We operate an open-door approach and welcome ongoing communication; however, we recommend arranging an appointment to ensure sufficient time is available to discuss any concerns fully.

Working in Partnership to Support SEND

At Brownedge St Mary's, we believe that the most effective SEND provision is achieved through strong partnerships between pupils, parents/carers and school staff. We value the views, aspirations and experiences of both pupils and their families and involve them in decision-making at every stage of the SEND process.

Through regular consultation and collaboration, we ensure that:

- A clear understanding is developed of the pupil's strengths, needs and any barriers to learning.
- The views, concerns and aspirations of both the pupil and their parents/carers are fully considered.
- Agreed outcomes and support strategies are clearly identified.
- Everyone understands the next steps and their role in supporting the pupil's progress.

A record of these discussions will be kept on the pupil's file, and parents/carers will be formally informed if it is decided that a pupil will receive SEND Support.

We value regular communication with families and offer a variety of ways to stay in touch, including telephone calls, emails and face-to-face meetings. Where attendance at school is difficult, home visits may be considered. We also provide opportunities for discussion through transition events, information evenings and parents' evenings. Dedicated meeting spaces are available to ensure that conversations can take place in a private, welcoming and supportive environment. We actively seek parental feedback to help us evaluate and improve our SEND provision.

For pupils requiring a Pupil Passport, the document is reviewed with the pupil and their parent(s)/carer(s) at least twice each year and updated as necessary. This ensures that staff have an accurate understanding of the pupil's individual needs, strengths, preferred learning approaches and the strategies that best support them in the classroom. For pupils with an Education, Health and Care Plan (EHCP), "All About Me" profiles are used to capture and promote pupil voice as part of the annual review process.

Pupil voice is central to our graduated approach. We regularly gather feedback from pupils regarding the support they receive and encourage them to share their views, ambitions and aspirations. We are committed to helping every young person develop the confidence, skills and resilience needed to achieve their potential.

Following each assessment point, pupils are informed of their progress and supported to reflect on their learning. We place great importance on developing

positive attitudes to learning, independence and a growth mindset, enabling all pupils, regardless of need, to achieve their goals and prepare successfully for adulthood.

Pupils with SEND are encouraged to participate fully in the life of the school, including opportunities such as the School Council, where they can contribute ideas, share their views and raise any concerns. In addition, pastoral and intervention support is available for pupils who may benefit from additional guidance or mentoring.

Parents/carers are welcome to be supported by an advocate or independent adviser at meetings. We also encourage families to access support from the **Lancashire SEND Information, Advice and Support Service (SENDIASS)**, an independent statutory service that provides impartial information, advice and guidance on SEND matters.

Lancashire SENDIASS

Telephone: 0300 123 6706

Website: [Home - Lancashire SENDIASS](#)

How Will Teaching and the Curriculum Be Adapted to Meet My Child's Needs?

Pupils with SEND may be identified during the Year 6 to Year 7 transition process or at any point during their time at Browndedge St Mary's if additional needs become evident. Information from primary schools, parents/carers, external professionals and school-based assessments helps us to build a clear understanding of each pupil's strengths and needs.

All pupils complete a range of baseline assessments on entry to the school, including cognitive, reading and subject-specific assessments. Where appropriate, and in consultation with parents/carers, referrals may be made to external agencies for further assessment, advice or diagnostic support.

High-quality teaching is the foundation of our SEND provision. Teachers adapt their teaching to meet the needs of all learners through appropriate differentiation, scaffolding, reasonable adjustments and personalised support strategies. Individual needs and effective classroom approaches are shared with staff through Pupil Passports, ensuring that pupils receive consistent support across the curriculum.

Where required, Teaching Assistants provide additional support within lessons, helping pupils to access learning and develop independence. Some pupils may receive targeted one-to-one or small-group support as specified within their Education, Health and Care Plan (EHCP). Subject-specific interventions are delivered by specialist teaching staff to address identified gaps in learning.

We offer a range of evidence-based interventions to support pupils' academic, social and emotional development. These may include programmes such as IDL, Lexonic

and mentoring. Intervention programmes are reviewed regularly to ensure they are meeting pupils' needs and achieving positive outcomes.

Developing strong literacy skills is a whole-school priority, with opportunities for reading, vocabulary development and communication embedded across the curriculum. Where additional specialist support is required, advice and intervention may be sought from external agencies, including the **Lancashire County Council Inclusion Service (formerly the Inclusion and Disability Support Service (IDSS))**, which provides specialist support for children and young people with SEND, including sensory, communication and learning needs. Further information can be found on the Lancashire SEND Local Offer website: <https://www.lancashire.gov.uk/children-and-families/special-educational-needs-and-disabilities-local-offer/>

Assistive technology can also play an important role in supporting learning. Where identified as beneficial, pupils may be provided with access to resources such as laptops, iPads or other specialist equipment to help them access the curriculum independently and successfully.

How Accessible is the School Environment?

Brownedge St Mary's is situated on a single site and consists predominantly of buildings dating from the 1950s. The school was originally designed to accommodate a smaller number of pupils than are currently on roll.

The school comprises two buildings. The main building is arranged over three floors and is equipped with a lift to support access across the site. The majority of this building is wheelchair accessible; however, one Geography classroom and one Science classroom (not a laboratory) are not fully accessible due to the physical constraints of the corridor, which is too narrow and short to accommodate either a ramp or a lift. The second building is a more recent development and extends over two floors. It includes lift access and an accessible toilet facility. All areas within this building are wheelchair accessible.

We are committed to ensuring that pupils, staff and visitors can access the school environment as fully as possible. Accessible parking spaces are available, including a designated space near the main entrance, and ramps are provided where required. The school also has access to a wheelchair-accessible minibus to support educational visits and wider participation in school life.

Although some corridors within the older parts of the school are narrow, careful timetabling and a one-way system help to minimise congestion and ensure safe movement around the site.

We continually review our learning environment to ensure it meets the needs of all

pupils. Many classrooms benefit from improved acoustic conditions through the use of carpets and soft furnishings, and the majority are fitted with window blinds to reduce glare. Classrooms are equipped with visual displays to support learning, and our assembly facilities include microphones, speakers and lighting systems to enhance communication and accessibility.

Accessible toilet facilities are available within both buildings, including facilities with handwashing amenities and access to a shower.

School policies and information can be provided in alternative formats on request. Documents available on the school website can be adapted to meet individual needs wherever possible. Further information can be found in the school's Accessibility Plan, available on the school website.

We are committed to making information and support accessible to all families. Pupils who speak English as an Additional Language (EAL) can access specialist support, and a range of resources such as translation tools, bilingual dictionaries, visual supports and assistive technology are available when needed. Our pastoral team includes an Intervention Mentor and a School Counsellor, providing additional support for pupils' wellbeing and emotional needs.

Where required, pupils may be provided with specialist equipment and assistive technology to support learning and independence. This may include laptops, iPads, adapted keyboards, reading pens, coloured overlays or other resources recommended by specialist professionals. The need for specific equipment or environmental adaptations is reviewed regularly through annual reviews, provision mapping and ongoing assessment.

We also recognise that some pupils may benefit from access to a quiet or supported space during the school day. Where appropriate, personalised arrangements can be made, including access to our sensory area within The Hub (Library), which supports pupils experiencing high levels of anxiety or sensory needs.

To ensure all pupils can access learning and participate fully in school life, we make a range of reasonable adjustments, including:

- Adapting the curriculum through flexible grouping, scaffolding and personalised approaches.
- Adjusting resources, staffing and levels of support where appropriate.
- Providing assistive technologies and recommended support aids, such as laptops, reading pens, visual timetables and enlarged resources.
- Making reasonable adaptations to meet sensory, physical or medical needs.

- Differentiating teaching through strategies such as pre-teaching key vocabulary, providing additional processing time, modelling tasks and reading instructions aloud.

Our aim is to provide an inclusive, welcoming and supportive environment in which every pupil can access learning, participate fully in school life and achieve their potential.

How SEND Support Is Planned and Allocated

Decisions regarding SEND provision are overseen by the Assistant Headteacher/SENCO under the direction of the Headteacher. The SENCO and Deputy SENCO are responsible for the day-to-day management of SEND support and make operational decisions regarding the allocation of resources and interventions. Support is deployed flexibly to ensure that provision is responsive to pupils' individual needs while making effective use of the school's available resources.

For pupils with an Education, Health and Care Plan (EHCP), provision is carefully planned, monitored and reviewed to ensure that the support specified within the plan is delivered effectively. This provision is mapped to identify the interventions, resources and staffing required to meet individual outcomes.

Additional needs may be identified through a range of processes, including transition information, assessment data, pupil progress reviews, concerns raised by teachers, parents/carers or the pupils themselves, and referrals submitted by school staff. Where concerns are identified, the SENCO and Deputy SENCO will assess the available information and consider the pupil's needs on an individual basis.

Following this review, appropriate next steps will be agreed, which may include further assessment, targeted interventions, additional in-class support, consultation with parents/carers, or referral to external agencies for specialist advice. Decisions are made on a case-by-case basis to ensure that support is proportionate, personalised and focused on achieving the best possible outcomes for each pupil.

Monitoring Progress and Reviewing SEND Support

We believe that regular communication and strong partnerships between school, pupils and parents/carers are essential to ensuring the best possible outcomes for young people with SEND. We closely monitor each pupil's progress, wellbeing and engagement with learning, and work collaboratively with families to review support and celebrate success.

Assessing and Reviewing Progress

We follow the graduated approach to SEND support through the four-stage cycle of **Assess, Plan, Do, Review**. This ensures that support is carefully tailored to individual needs and regularly evaluated for effectiveness.

The subject teacher, supported where appropriate by the SENCO, Deputy SENCO and wider SEND team, will carry out a detailed assessment of a pupil's needs. This assessment may draw upon:

- Teacher assessments and professional observations.
- Previous attainment, progress and behaviour information.
- Assessments from other teachers and support staff.
- The pupil's development in comparison with their peers and national expectations.
- The views, experiences and aspirations of parents/carers.
- The pupil's own views and aspirations.
- Advice and recommendations from external professionals and support services, where applicable.

Assessments are reviewed regularly to ensure that provision remains appropriate and continues to meet the pupil's needs.

Monitoring Support and Intervention

Where a pupil requires additional support, all relevant staff will be informed of their needs, desired outcomes, agreed strategies and any reasonable adjustments through documents such as Pupil Passports and Learning Plans. This helps ensure a consistent approach across all subjects and areas of school life.

The impact of interventions and support strategies is reviewed regularly through ongoing assessment, teacher feedback, pupil voice and parental feedback. Provision is adapted where necessary to ensure pupils continue to make progress towards their individual outcomes.

For pupils with social, emotional or mental health needs, progress and wellbeing may also be monitored through pastoral support systems, mentoring programmes,

counselling, restorative practice, nurture-based interventions and regular multi-agency discussions where appropriate.

Education, Health and Care Plan Reviews

All Education, Health and Care Plans (EHCPs) are reviewed annually in line with statutory requirements. Reviews involve contributions from school staff, parents/carers, the pupil and any external agencies involved in supporting the young person.

Review documentation is shared in advance wherever possible, and meetings are arranged at mutually convenient times. Following the review, recommendations and reports are submitted to the Local Authority and shared with parents/carers. Pupils are encouraged and supported to participate fully in the review process, ensuring that their views, aspirations and achievements remain central to future planning.

Keeping Parents Informed

Parents/carers receive regular information about their child's progress throughout the academic year through:

- Progress reports and written reviews.
- Parents' evenings.
- Annual reports.
- Review meetings and SEND support meetings where appropriate.
- Telephone calls, emails and face-to-face discussions.

We operate an open-door approach and encourage parents/carers to contact school whenever they have concerns or wish to discuss their child's progress. To ensure sufficient time is available, appointments with the SENCO or Deputy SENCO can be arranged at a mutually convenient time.

Supporting Parents and Pupils

We are committed to working in partnership with parents and carers and value their knowledge of their child. We recognise that parents play a vital role in supporting learning and wellbeing, and we seek to involve them in decision-making at every stage.

Pupils are also encouraged to contribute their views about the support they receive, their progress and their future aspirations. By working together, we aim to ensure that every pupil feels supported, valued and empowered to achieve their full potential.

The school also has a designated teacher for looked-after and previously looked-after children, and regular Personal Education Plan (PEP) meetings are held to review progress, support and outcomes for these pupils.

Our SEND Expertise and Partnerships

At Browndedge St Mary's, we are committed to ensuring that all staff have the knowledge, skills and confidence to support pupils with SEND effectively. We recognise that high-quality teaching, strong relationships and a positive, inclusive school culture are key to helping every pupil achieve their potential.

The Headteacher and SENCO maintain a current understanding of local and national developments in SEND through attendance at professional training, local authority networks, cluster meetings and specialist SEND forums. The SENCO also engages in ongoing professional development through specialist training, partnership working with external agencies and professional networks to ensure that staff and pupils benefit from the latest guidance and best practice.

Senior leaders regularly review SEND provision and work closely with the SENCO to ensure that curriculum developments meet the needs of all learners. Information and guidance relating to SEND are shared with staff through regular training sessions, staff meetings, weekly briefings and professional development opportunities.

Teaching staff receive regular SEND training throughout the academic year, including INSET days and specialist workshops. Training is tailored to the needs of our pupils and may cover areas such as:

- Autism Spectrum Condition (ASC)
- Dyslexia and literacy difficulties
- Speech, Language and Communication Needs (SLCN)
- Social, Emotional and Mental Health (SEMH) needs
- ADHD
- Medical needs and healthcare plans
- Sensory impairments
- Inclusive classroom practice and adaptive teaching
- Trauma-informed approaches and emotional wellbeing

Training may be delivered by the SENCO, members of the SEND team, specialist teachers, healthcare professionals or external agencies.

Our Teaching Assistants receive ongoing professional development to enable them to

support pupils effectively across a wide range of needs. We encourage staff to develop specialist areas of expertise, such as autism, medical needs, literacy intervention or emotional wellbeing, and provide bespoke training where required.

Where a pupil has specific medical needs, appropriate staff receive tailored training to ensure that support can be delivered safely, confidently and effectively. Training may cover a range of medical conditions, including asthma, diabetes, epilepsy, allergies and anaphylaxis, and is regularly updated in line with individual healthcare plans. Specialist nurses and other healthcare professionals provide advice, guidance and training to staff as required. The school also maintains appropriate emergency equipment, including evacuation chairs and defibrillators, and has procedures in place to support a prompt and effective response to medical emergencies.

All pupils receiving SEND Support or who have an Education, Health and Care Plan (EHCP) have a Pupil Passport or equivalent support document. These documents provide staff with clear information about a pupil's strengths, needs, effective support strategies and any reasonable adjustments required. This information is shared with relevant staff, including supply teachers where appropriate, to ensure a consistent approach across school.

Strong relationships are at the heart of our SEND provision. We believe that knowing our pupils well and working closely with their families enables us to provide effective and personalised support. Our support extends beyond the classroom and may include assistance with transition, work experience placements, educational visits and preparation for post-16 education. Our Intervention Mentor also works closely with pupils and families to help remove barriers to learning and promote positive outcomes.

Specialist Services and External Agencies

Where additional expertise is required, we work closely with a range of specialist services and external professionals, including:

- Educational Psychology Service
- Lancashire SEND Information, Advice and Support Service (SENDIASS)
- School Nursing Service
- Speech and Language Therapy (SALT)
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Services (CAMHS)

- Counselling and emotional wellbeing services
- Social Care Services
- Specialist Teaching Services
- Hearing Impairment Service
- Visual Impairment Service
- Lancashire Inclusion Service and specialist SEND advisory teams
- Medical professionals and specialist healthcare services

We also signpost families to additional support available through the Lancashire SEND Local Offer and other relevant services. As new initiatives become available, including support provided through national and local SEND improvement programmes and expert advisory services, we will continue to work collaboratively with families to ensure that pupils receive the most appropriate support and guidance.

Transition and Preparation for Adulthood

We recognise that periods of transition can be both exciting and challenging for pupils with SEND. We are committed to ensuring that transitions are carefully planned and tailored to individual needs, enabling pupils to feel confident, supported and ready for their next stage of education and life.

The SEND Team works closely with pupils, families, primary schools, post-16 providers and external agencies to support successful transitions into Brownedge St Mary's, during in-year transfers and when pupils move on from school.

All pupils are welcome at Brownedge St Mary's and we are committed to ensuring that appropriate support is in place from the outset. Admissions for most pupils are managed through Lancashire County Council's school admissions process. For pupils with an Education, Health and Care Plan (EHCP), placement is determined through the statutory EHCP consultation process in partnership with the Local Authority, parents/carers and the receiving school. Regardless of the admission route, transition arrangements are personalised to meet individual needs and ensure a successful start at Brownedge St Mary's.

Enhanced transition arrangements can be provided where required and may include additional visits, personalised transition programmes, meetings with key staff, visual resources and opportunities for pupils to become familiar with new environments

and routines.

Where appropriate, members of the SEND Team may provide additional support during transition periods, including liaising with receiving settings and accompanying vulnerable pupils to support a successful start. This is particularly important for pupils whose SEND or social, emotional and mental health needs may make transition more challenging.

For pupils with an Education, Health and Care Plan (EHCP), transition planning is discussed as part of the annual review process. In Year 11, representatives from relevant post-16 providers are invited to attend annual reviews wherever possible to contribute to planning and ensure continuity of support as pupils move into the next stage of education, employment or training.

For pupils moving on to further education, employment or training, transition planning forms an important part of our preparation for adulthood programme. We work closely with pupils and their families to support informed decision-making and help ensure that appropriate support is in place for their next destination.

Our aim is to ensure that all pupils are well prepared for adulthood and leave Brownedge St Mary's with the confidence, independence, skills and aspirations needed to achieve their future goals.

Inclusion, Enrichment and Wider School Life

At Brownedge St Mary's, we are committed to ensuring that all pupils have equal opportunities to participate in the full life of the school. We believe that extracurricular activities, educational visits and enrichment opportunities play an important role in personal development, promoting confidence, independence, social skills and a sense of belonging.

We seek to ensure that pupils with SEND are able to access and participate in the same opportunities as their peers. Wherever possible, reasonable adjustments and additional support will be put in place to enable full inclusion in extracurricular activities, clubs, residential visits, educational visits and wider school experiences. Information about our enrichment opportunities can be found within our CASEO programme on the school website. Parents/carers are encouraged to contact the school to discuss any specific requirements their child may have so that appropriate arrangements can be considered.

All educational visits and off-site activities are carefully planned and risk assessed to ensure the safety, wellbeing and inclusion of all pupils. Where required, additional

support may be provided to enable pupils with SEND to participate fully. This may include support from members of the SEND Team, appropriately trained staff or other reasonable adjustments based on individual need.

Our aim is to ensure that every pupil feels valued, included and able to participate fully in all aspects of school life, benefiting from the opportunities and experiences that support their personal growth, wellbeing and preparation for adulthood.

Wellbeing, Pastoral Support and Multi-Agency Working

The wellbeing of our pupils is at the heart of everything we do. We are committed to providing a safe, inclusive and nurturing environment in which all pupils feel valued, supported and able to thrive.

Pupils can access The Hub (Library) at break and lunchtime, providing a supportive environment for those who may benefit from additional nurture, structure or social support.

Every pupil belongs to a House and is supported by their **Head of House**, who plays a key role in monitoring wellbeing, attendance, behaviour and pastoral development. Additional support can be accessed through the SEND Team, safeguarding team, intervention mentor, school counsellor and other specialist staff as required.

The school has a designated **Mental Health Lead** and a team of trained pupil **Mental Health Ambassadors** who help to promote positive mental health, wellbeing and peer support throughout the school. Together, they contribute to a culture where pupils feel supported, valued and able to seek help when needed. We are committed to helping all pupils develop resilience, confidence and emotional wellbeing.

We take all forms of bullying seriously, including bullying related to disability or special educational needs. Incidents are recorded, monitored and addressed promptly in accordance with our Behaviour and Anti-Bullying Policies.

As a Catholic school, we also provide pastoral and spiritual support through our **School Chaplain**, who is available to support pupils and families when needed.

Medical Needs

We work closely with parents/carers and healthcare professionals to ensure that pupils with medical needs are fully supported in school.

Where required, an **Individual Healthcare Plan** is developed in partnership with parents/carers, the pupil and relevant healthcare professionals. These plans are

reviewed regularly and shared with appropriate staff to ensure that pupils can access learning safely and successfully.

Staff receive appropriate training to support pupils with medical conditions, including conditions such as asthma, diabetes, epilepsy, severe allergies and anaphylaxis, where required. Training is provided and updated through healthcare professionals and specialist services.

Medication is administered by trained staff in accordance with school procedures and our **Supporting Pupils with Medical Conditions Policy**. The school also follows its **Allergy and Anaphylaxis Policy** to ensure that pupils with allergies are identified, supported and kept safe. Both policies are available on the school website.

Working with External Agencies

Where additional expertise is required, we work closely with a range of external agencies and support services to ensure that pupils and families receive the support they need. These may include:

- Educational Psychology Service
- School Nursing Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Services (CAMHS)
- Lancashire SEND Information, Advice and Support Service (SENDIASS)
- Lancashire Inclusion Service
- Children and Family Wellbeing Service (CFWS)
- Lancashire Family Hubs
- Barnardo's
- We Are With You
- Young People's Service (YPS)
- Child Action North West (CANW)
- YoungMinds
- Compass Bloom
- Safer Neighbourhood Policing Team
- Children's Social Care
- Other specialist health, social care and voluntary-sector organisations as appropriate

Pupils may also access confidential advice and support through school-based health and wellbeing services, subject to safeguarding procedures and, where appropriate, parental consent.

We believe that effective support is achieved through strong partnerships between pupils, families, school staff and external professionals. By working together, we aim to ensure that every pupil is supported to achieve positive outcomes, develop

independence and thrive both within school and beyond.

Evaluating the Impact of SEND Provision

We regularly evaluate the effectiveness of our SEND provision to ensure that pupils receive the support they need to achieve positive outcomes, make good progress and fully participate in school life.

The effectiveness of SEND provision is evaluated through:

- Reviewing individual pupils' progress and attainment in relation to their starting points and identified outcomes.
- Monitoring progress towards outcomes identified in SEND Support Plans, Pupil Passports and Education, Health and Care Plans (EHCPs).
- Reviewing the impact of interventions and additional support on a termly basis.
- Gathering and evaluating pupil voice to understand pupils' experiences of the support they receive.
- Seeking regular feedback from parents/carers through meetings, reviews and surveys.
- Holding annual reviews for pupils with EHCPs in accordance with statutory guidance.
- Using provision maps to monitor and evaluate the effectiveness of support, interventions and resource allocation.
- Monitoring attendance, behaviour, wellbeing and engagement to identify barriers to learning and measure the impact of support.
- Conducting learning walks, observations and quality assurance activities led by the SENCO and wider leadership team.
- Reviewing attainment and progress data against school and national expectations where appropriate.
- Working with external professionals to evaluate the effectiveness of specialist advice and provision.
- Reporting to senior leaders and governors on the effectiveness of SEND provision and areas for further development.

This ongoing cycle of review helps us to ensure that our provision remains responsive, evidence-informed and focused on achieving the best possible outcomes for all pupils with SEND.

Concerns, Feedback and Complaints

We are committed to working in partnership with pupils and their families and aim to resolve any concerns as quickly and informally as possible.

In the first instance, parents/carers who have concerns about SEND provision should contact the SENCO. Many concerns can be resolved through discussion and collaborative working, and we encourage families to raise concerns as soon as they arise.

If a concern cannot be resolved informally, parents/carers may contact the Headteacher, who will work with all parties involved to seek a satisfactory resolution.

Should the matter remain unresolved, a formal complaint may be made in accordance with the school's Complaints Policy. Complaints will be considered in line with the published procedure, which includes the opportunity for complaints to be reviewed by governors where appropriate.

Further information about the school's complaints process is available in the **Complaints Policy**, which can be accessed via the school website or obtained from the school office

Parents/carers may also seek independent advice and support from **Lancashire SEND Information, Advice and Support Service (SENDIASS)** if they require guidance regarding SEND processes or provision.

Information, Advice and Support for Families

If you require information, advice or support regarding your child's special educational needs or disabilities, the following services may be helpful:

Lancashire SEND Information, Advice and Support Service (SENDIASS)

An independent service providing free, confidential and impartial advice to children, young people and parents/carers on SEND matters.

<https://lancssendias.org.uk/>

Lancashire SEND Local Offer

The Lancashire Local Offer provides information about education, health, social care and support services available for children and young people with SEND and their families across Lancashire.

<https://www.lancashire.gov.uk/children-and-families/special-educational-needs-and-disabilities-local-offer/>

Lancashire SEND Directory

A searchable directory of organisations, services, activities and support groups for children and young people with SEND and their families.

<https://senddirectory.lancashire.gov.uk/kb5/lancashire/directory/home.page>

Lancashire Inclusion Service

Provides specialist advice and support for children and young people with additional needs and disabilities.

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/inclusion-service/>

Family Hubs Lancashire

Provides information, advice and support for children, young people and families.

<https://www.lancashire.gov.uk/children-education-families/family-hubs/>

Brownedge St Mary's Catholic High School SEND Information Report and Local Offer

Information about the SEND provision available at Brownedge St Mary's can be found on our school website:

<https://st-maryshigh.lancs.sch.uk/our-school/policies>

Parents/carers are also encouraged to contact the SENCO or Deputy SENCO directly should they require advice, support or further information about the provision available for their child.